DOCUMENT RESUME

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TITLE	Approaches to Mainstreaming, Units 1 and 2 (Teaching the Special Child in the Regular Classroom). Description of Teacher Inservice Education Materials.
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IDENTIFIERS	*Teaching Strategies

ABSTRACT

The described inservice teacher education program is for elementary school teachers who will be dealing with special children in their regular classroom. The scope and sequencing of topics in the program are outlined, and the activities and resources involved are described. Ordering information is provided. A critique of the program is included. (JD)

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DESCRIPTION OF TEACHER INSERVICE EDUCATION MATERIALS

SUMMARY INFORMATION

Title: APPROACHES TO MAINSTREAMING, Units 1 and 2 (Teaching the Special Child in the Regular Classroom)

Publication Date(s): 1976, 1977

Intended Users: Inservice teachers in the regular classroom or preservice teachers

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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Grade Level(s): Elementary

Number: Group or individual

Primary Focus: The program is designed to help regular classroom teachers who have limited experience with special needs children. It trains teachers to provide effective instruction for special children on a practical, day-to-day basis.

School subject(s) and/or inservice topic(s) covered:

Individualized education and mainstreaming are the inservice topics covered in the program. Specifically, it deals with understanding special needs; classroom organization; behavior management; materials selection; adaptation of materials and instruction; and evaluation of instruction.

What participant does in using the materials:

These programs can be used in a variety of ways; individual study, college courses or inservice workshops are some examples. Filmstrips are self-contained, so each filmstrip could be used as the basis for one training session. Discussion questions and extension activities are suggested as accompaniments to each filmstrip. Many of these emphasize group activity.

Resources:

The series comes in two units, which may be used together or separately. Each unit contains four filmstrips, and corresponding audiocassettes. Each unit has a guide which offers directions, suggestions, cassette transcripts, and bibliography.

Describer critique:

Taken together, the programs are a thorough guide to accepting and implementing instruction for special needs children in the regular classroom. The technical quality of the filmstrips, cassettes and guides is excellent throughout.

SE 51 (SE) Least Restrictive Environment, (SE) Classroom Management, (SE) Discipline, (SE) Teaching Strategies TD

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1.0 PURPOSES:

Rationale

The concept behind these programs is the concept behind mainstreaming itself: "to provide each special-needs student with effective, appropriate instruction without depriving the student of the social and personal benefits of the regular classroom." Because regular classroom teachers are most directly involved with the implementation of mainstreaming, they must be adequately prepared to meet this new challenge in their classrooms. This program hopes to simplify the concept and classroom application of mainstreaming for teachers. It highlights "specific day-to-day considerations and problems that classroom teachers commonly encounter."

Goals and Objectives

The goals of Approaches to Mainstreaming are best capsulized in this statement by the authors: "When confronted with the challenge of integrating special needs students into their classrooms, many teachers express concern, anxiety or even resistance. It is essential, then, that teachers be given the information and support they need to implement the program successfully."

2.0 CONTENT — Scope and Sequencing of Topics:

Approaches to Mainstreaming

Unit 1 contains the following filmstrips, each approx. 75 frames, with 15 minutes audio:

- "Individual Differences"
- "Characteristics of Children with Special Needs"
- "Organizing Your Classroom"
- "Handling Behavior Problems"

Unit 2 contains the following filmstrips, each approximately 75 frames, with 20 minute audio:

- "Selecting Materials"
- "Adapting Materials"
- "Modifying Your Instruction"
- "Evaluating Your Instruction

Each unit is accompanied by a Guide containing: introductions; descriptions of the materials; directions for application and use; audio scripts; suggested discussion questions; ideas for extension activities; and bibliography. Each booklet is approximately forty pages long.

3.0 ACTIVITIES AND RESOURCES INVOLVED IN USE OF PRODUCT

3.1 Description of main inservice activities:

If the products are used as the basis of an inservice training program, each filmstrip could represent one group workshop, with post-discussion and extension activities. Depending upon how many of these activities participants take on, the program could be intensive or extended. The suggested activities stress practical application of the filmstrip materials, and often involve group participation.

3.2 Help given in use of product:

Tests or manuals or other materials are not provided for participant use. An instructor or group leader reads the guide and extracts discussion questions and extension activities as deemed appropriate.

4.0 EVALUATION OF TEACHER INSERVICE LEARNING

No evaluations are included with the programs. Successful completion of the extension activities should help participants determine how much they learned by use of the products.

5.0 ORDERING INFORMATION

5.1 Resources required/recommended for implementing product:

For program implementation, users will need a filmstrip projector audio cassette player, screen, and viewing/meeting space. Filmstrips are equipped with both audible and inaudible advance signals, so may be used with automatic or manual advance projectors.

5.2 Distributor name/address:

Teaching Resources Corporation
100 Boylston Street
Boston, MA 02116
617-357-8446

5.3 Components/approximate costs:

Component	Purchase	Rental	No. Req.	Reusable
Approaches to Mainstreaming: Unit 1 (4 filmstrips, cassettes, guides) 09-210	$76.00	No	1	yes
Approaches to Mainstreaming: Unit 2 (4 filmstrips, cassettes, guides) 09-220	$76.00	No	1	yes

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6.0 HISTORY OF DEVELOPMENT

6.1 Identification of the developer:

The programs were developed at Teaching Resources Corp., a New York Times Company; this series was a staff project. Joyce M. Cejka, Consultant, and Frances Needham, Senior Editor, are credited as authors.

6.2 How developed and when:

The program was developed through Teaching Resources Corp. and was published in 1977.

6.3 Evidence of effectiveness with users:

Teaching Resources Corp. uses a non-clinical approach to field testing their products. They maintain a panel of educational consultants, most of whom are presently teachers or have strong teaching experience. The panel reviews each product and critiques it on the basis of expected inservice/classroom effectiveness. Materials are then revised before publication according to the teacher/consultant input.

DESCRIBER CRITIQUE

Appropriateness / adaptability / technical quality:

In light of recent regulations which require that special needs students be integrated into the regular classroom,these programs, offering approaches to mainstreaming, are certainly timely and appropriate. They are adaptable in that they can be used effectively in a variety of training settings. And, their technical quality, particularly the photography, is very good.

Content accuracy/social fairness/community acceptance issues:

Great care has been taken with these products to eliminate any tone of bias against races, sexes, ethnic background and of course against children with special needs. The programs may be considered controversial by people who object to the theory or practice of mainstreaming.

Overall summary/comment:

These are well-constructed, intelligent, sympathetic programs which address the problems and the challenges that teachers face when mainstreaming special needs students into their classrooms. The quality that distinguishes these programs from others on the same subject is their focus on practicality, not theory. The filmstrips offer teachers real, usable ideas, tips, hints and, plainly, advise on how to cope effectively with mainstreaming. Together or separately, they should be of great help to teachers who have limited experience instructing special needs children.

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